



Governing Body Minutes

Cononley Primary School: Meeting of the Full Governing Body**Date and Time:** 22 March 2022 (6:00 pm): In School

Present:

Mrs Jane Breare	(Co-opted Governor)
Mrs Harriet Brewer	(Parent Governor) <i>left at 7.09pm</i>
Mrs Julie Cawood	(Co-opted Governor)
Mrs Catherine Dresser	(Co-opted Governor)
Mrs Jaki Fraser	(Staff Governor)
Mrs Katie Mason (CHAIR)	(Co-opted Governor)
Mrs Catherine Pickles	(Headteacher)
Mrs Rachel Price-Waite	(Parent Governor) <i>attended virtually</i>
Dr Richard Wheelhouse	(LA Governor) <i>arrived at 6.49pm</i>

In attendance: Mr Erik Müller**Clerk:** Ms Sarah Williamson (NYCC Clerking Service)

A	Procedural
39/21	Welcome The Chair welcomed governors to the meeting, including Mr Erik Müller, a prospective governor who was in attendance. Governors introduced themselves.
40/21	Apologies Apologies given in advance from Dr Wheelhouse for late arrival and Mrs Brewer apologised for an early departure. Mrs Price-Waite was able to attend the meeting virtually.
41/21	Declarations of Interest None
42/21	Any Other Urgent Business <ul style="list-style-type: none"> a) Governor membership Governors agreed to re-appoint Mrs Jane Breare as a Co-opted governor and thanked her for agreeing to serve a further term of office. Governors noted Mr Müller's safer recruitment checks were complete and agreed to co-opt him to the board with immediate effect. b) Standards & Achievement committee meeting (Summer term) The HT outlined reasons for proposing a separate meeting date for the Standards & Achievement Committee meeting in the summer term. Governors agreed the meeting would take place on Tuesday 28 June at 5pm. c) (S23/21) Additional spending on Maths training Governors agreed the proposal from the Resources Committee for £1.5k additional expenditure on staff training in Maths which is included in the School Development Plan.



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43/21	Confidential Items None
44/21	Minutes of the last meeting The public minutes of the meeting of the Governing Body held on 7 December 2021 were circulated to all governors in advance. Copies of the confidential minutes of that meeting were circulated at the meeting. Mrs Breare proposed, and Mrs Dresser seconded, these minutes should be accepted as a true record of that meeting. Governors agreed and the Chair signed a copy to be filed in school. A pdf version will be posted on the school's website. ACTION Clerk and Headteacher
45/21	Matters arising from the Minutes of the last meeting None
46/21	Minutes from Committee Meetings held since 7 December 2021 a) Resources Committee (8 February 2022) A copy of these minutes was circulated to all governors in advance of the meeting. Mrs Price-Waite summarised the meeting, governors noted: <ul style="list-style-type: none"> • The School's Finance Officer (Bursar) was unable to be present. • The overspend in the Teaching budget was due to a supply teacher moving onto payroll. • There is a discrepancy between expenditure and income for school meals. The HT will discuss this with the Bursar on her return to work and update governors at the next Resources Committee meeting. ACTION: Headteacher • The committee scrutinised the Schools Financial Value Standard for 2022. • Pupil well-being and the pandemic's ongoing impact was discussed. The school is doing a very good job of supporting children, especially Mrs Fraser who has completed specialist training. Governors asked how they could further support and noted a continuing need for awareness and consideration of available data. • The committee supports an overspend in staffing costs occurring to support children to fill gaps in their knowledge. • The need for ongoing staff cover to provide continuity for children as a result of long-term absence in Class 1. • The extra portable classroom is not possible, transport costs were prohibitive. The HT is still working with NYCC around the possibility of re-working teaching space to create more capacity. <p>Is there contingency for the absence of the School's Finance Officer? The HT responded because the school buys into this service, a stand in Bursar from the NYCC Finance team has prepared the monitoring reports and begun to draft the budget. It is hoped that Ms Birch will be able to attend the May Resources Committee meeting.</p>



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b) Standards & Achievement Committee (1 March 2022)

Mrs Breare summarised the meeting, governors:

- Discussed staffing in Early Years and wanted to make sure that moderation will be adequate in the challenging circumstances and that liaison with other schools will take place. The HT assured governors moderation processes are robust. Staff will be given time to ensure moderation can take place. Staff will work to ensure the results of phonics, writing, reading and maths are consistent. The Chair of the Committee noted the school was an early adopter of the EYFS curriculum therefore it is well embedded.
- Considered the lowest 20% of pupils, how to address any gaps and what interventions are taking place
- Noted assessment of knowledge is thorough and ongoing, sticky knowledge tests are firmly established.
- Noted an intervention teacher has been employed, the catch-up funding linked to pupil premium is being used to partly cover salary costs. The most significant impact of lockdown at the school has been on children in Years 1 & 2, similar to other schools.
- Are aware the *Success for All* phonics scheme has been purchased. Training for all staff will take place on 7 April for implementation in September 2022. The scheme has been chosen because it matches current resources and uses similar strategies to Co-operative Learning with which the school is familiar.
- Noted outcomes for Reading are significantly above the national average but weakest in Years 1 & 2.
- Discussed the results in phonics checks. 67% (10/15 pupils) passed phonics in December, the remaining 5 pupils will be assessed in June when it is anticipated the result will be 90%. The HT provided context around the specific learning difficulties for those who did not pass the check in December. Intervention will continue this year and next as staff will continue with phonics teaching even if the test is achieved as this will ensure phonics knowledge is securely embedded.
- Maths is the next focus for the school, hence the additional spending on training for staff.
- Noted updated EYFS tracking data has been uploaded to the governor section of the website.
- Pupils achieving a good level of development (GLD) are not high (38%) but a good number are on track to achieve GLD in separate areas. The GLD measure requires a child to achieve GLD across a number of areas of development.

What can be done to improve this? This is limited but the school is supporting children. Programmes can be put in place to support communication and language or social, emotional development and some of these children will require this beyond Reception. An additional member of staff is receiving training to support communication and language.



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B	School Improvement
47/21	<p>Headteacher's Report</p> <p>A copy of the Headteacher's Report was circulated in advance of the meeting. Governors asked the following questions:</p> <p>a) School context, including attendance</p> <p>Has there been an improvement in attendance following the implementation of the official attendance procedure? Attendance is 94% at present, like other schools but lower than the usual 97% plus. This is because those testing positive for Covid initially had to have 10 days off; this had a significant impact at the beginning of year. More recently children have not had the full 10 days absence, but some have continued to have positive test results for that long.</p> <p>Persistent absence is anything below 90%. Between November and March, 23 children have fallen into the persistent absence category. 11 have had Covid. 5 children are having their attendance regularly monitored. The rest is the result of unauthorised holidays and some non-Covid related medical issues.</p> <p>Governors noted lateness also counts as absence. Standard NYCC letters regarding attendance are being sent. The school is instigating formal steps and measures. In the case of persistent absence there is a point where the LA takes on a more formal approach. Some families engage with Early Help as attendance is a family issue. The HT will review attendance data again at Easter.</p> <p>What kind of Early Help is available? Children's services support with intervention to prevent these families from getting to a stage where they need to work with a social worker. Support is provided around general parenting. An Early Help consultant assesses and often a family support worker is attached for 6-8 weeks.</p> <p>If children attended Breakfast Club would this help attendance? For some it would but reasons are very individual. Sometimes PP funding is used to support attendance at Breakfast Club. Early Help is about helping families to help themselves and move forward.</p> <p>How do absence statistics compare to schools with similar demographics? It is not possible to tell as attendance has not been tracked nationally for two years. In the last formal comparative data (2018) the school's attendance statistics compared well.</p> <p>Are there any specific health concerns which are contributing to the absence? Yes, there are some children with individual medical conditions.</p> <p>Can anything else be done to support attendance? Early Help is the best route and some help in the classroom too. The additional Teaching Assistant (TA) support has also benefitted the mental health needs of children.</p> <p>There was reference to lateness in the attendance report, has there been an improvement since you discussed this with the families concerned? The impact will be known by Easter; there has been some impact, but it is difficult to identify trends.</p> <p>b) Quality of Education</p> <p>We can see from the tracking report the areas that we need to improve in, what do we think the reasons are for some of the results in this report and what is the action plan to</p>



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address this? Measures in place for Reading, Writing and Maths in Years 1 & 2 have reduced gaps; it has been possible to amalgamate some intervention groups e.g. phonics. In Reception most children are now on track and teachers are working on reading fluency. In Y2 some children are on track, others are not but there will be an improvement in the phonics score in June. Information on the website shows progress.

What strategic decisions/actions can we take to support the improvement? Is there anything else that we need to consider as a governing body? Money spent on Maths workbooks which were purchased during lockdown has had a positive impact and provides consistency and high expectations for children. The children really like them. Additional stretch and problem-solving workbooks are available. Staff training will be important as all staff need to have understanding. Retaining separate year group teaching for Maths is an important strategic action to continue.

Governors agreed that retaining as many TAs as is affordable is beneficial and has been seen in action by governors during monitoring visits for example in small reading groups.

Are there any plans to get volunteers back into school? This is problematic because of the level of safeguarding induction and safer recruitment checks that volunteers require.

Is the number of children joining Reception known yet? No but admission numbers are expected soon.

Can we discuss the current practice for the teaching of early mathematics and have further information about progress and attainment in mathematics? There is now only a need to assess Number: 81% are on track. Although not required, the school continues to assess Shape, Space & Measure where 62% of children are on track.

Why are fewer children on track for this aspect? Possibly because it is more affected by language and communication. Maths is well-developed. Children do one minute maths, and an App has just been launched which will replace KIRFS. It is bright and colourful and provides quick feedback. Staff are directing KS1 children to topics. There is support for children within the App and it uses models and pictures with which they are familiar. A parent governor observed the App is good and works well with children at home; *Times tables Rockstars* continues to work well.

[At 6.49pm Dr Wheelhouse arrived]

What evidence do we have that our decisions as a governing body have had a positive impact on the quality of education and how will they continue to do so? At the December meeting governors agreed to make additional financial support available for an extra member of staff, additional staff to cover staff absence, and supported moves to purchase new training and equipment. Subject monitoring has been very supportive and has helped to keep the momentum of the curriculum moving forward.

c) Assessments, to include (28/21e) Update on O-Track assessment data

How do the attainment scores compare to other years during and pre-Covid? This can only really be measured against the validated data of Y2 and Y6 SATS. Teachers are in the middle of completing assessments; it will be possible to have a clearer picture once these assessments are complete.

Following the latest reports for parents evening, do you have an indication of the end of year view of attainment and if the years where there are concerns if the expected levels will have increased? There will be a clear indication of Phonics results for Years 1 & 2 in



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June. Intervention is in place. Post half term the HT analysed phonics tracking, many children in the intervention group no longer require intervention, so what is being done in these groups can be stepped up and changed.

Can we seek more parental support for those children/year groups where attainment levels are lower than expected? The biggest support from parents would be around reading.

Were the parents' evenings for phonics and science well attended? Attendance varies, a combined SATS presentation with information about the Y6 residential was well attended. Governors noted some parents have expressed concern about the timing of parents' meetings which may clash with work commitments. The HT responded the time has been chosen partly because of staff well-being but mainly because this time slot has proved the most well-attended.

The HT will ensure that any videos and PowerPoints are made available on the website so that any parent can access them. Parents are also welcome to come into school to speak to teachers if they would like to make arrangements to do so.

d) Behaviour and Attitudes

Following the additional focus on the equality and diversity actions, have you seen an improvement in behaviour? Is the parent still engaged who asked for more focus? Yes, very well-engaged. Diversity training continues to have impact, new books have been purchased and are reviewed in the bulletin. Each week there is a range of choices, which reflects children's choices. The parent concerned has provided reading material about research into diversity which the HT will consider over Easter. The HT will then see how this research can be used in school. The HT believes the move to diversify the secondary History curriculum will ripple into primary schools. The school has an "all are welcome" approach, promoting all aspects of diversity. The school is always mindful of its approach to diversity and the need to reflect the children on roll.

e) Personal Development

How often is circle time? Is it proving effective and if so, how is this being measured? Circle time takes place weekly for each class. Mrs Fraser has monitored circle time and picked up on good practice in classrooms which is being shared e.g. encouraging word pots. Consideration is being given to the child's perspective and contribution to circle time, which aims to teach them how to develop skills relevant to them.

Within the SIP, there is reference to the monitoring of circle time, would you like a Governor to come in to do some observations? Governors would be welcome and confirmed they would be happy to monitor circle time during visits. **ACTION: Governors**

f) EYFS

How does the year group performance / attainment / progress compare to pre covid times? This year's Reception are doing well, although communication & language and social, emotional development needs are more apparent than in previous years. Teachers are aiming for 80% of children to be on track in these areas by the end of year.

Do we expect the pupils to catch up? If not, do we need to make provision for this in future years as these year groups move through school? Interventions will continue as described earlier. Intervention for the current Year 2 children will continue into Year 3; they will need to be grouped as they have been this year.



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	<p>g) (28/21b) update on impact of intervention for lowest 20%)</p> <p>This was discussed at the Standards & Achievement committee. All are making progress now; it will be important to see how this translates into end of year attainment, more will be known when this term's data has been analysed.</p> <p>h) (S23/21) Update on Pupil Premium (PP) and impact</p> <p>Mrs Dresser undertook a full review during a monitoring visit. Key actions included confirming the budget to ensure numbers aligned. The HT explained an error on the school's management information system which resulted in the loss of funding for 3 pupils. This has been amended and rectified going forward.</p> <p>Governors noted once the budget has been confirmed funding can be allocated to different areas. A next step is to consider how the school is performing against other schools regarding impact of PP funding. This may be possible by liaising with another local HT who would be willing to share anonymised data. The HT stated all the PP children in school have very individual needs and PP funding is therefore very targeted.</p>
48/21	<p>School Improvement Plan (SIP) and Self-evaluation form (SEF)</p> <p>Copies of the SIP and SEF were made available in advance of the meeting.</p> <p>Good progress is being made across actions - have you any concerns, is any further support required from Governors? The HT responded it will be important for the school to continue monitoring attendance and being aware of the extra support some families need.</p> <p>[At 7.09 pm Mrs Brewer left the meeting].</p> <p>An effective way governors can continue to support is by sustaining governor monitoring. The school continues to be mindful of the high levels of children with SEMH needs, which is time-consuming for staff. Can we buy in external support? The Assistant Headteacher (AHT) responded current school staff know pupils and have built relationships, consistency of support is also important. Who covers the AHT when she is supporting pupils? The HT responded the school has tried to get extra staffing in to support those teachers involved but governors should be aware that meeting the needs of these children is consuming a lot of leadership time, as is staff absence.</p> <p>How do you balance meeting the needs of children requiring extra support and mainstream children? Staff speak to these children first thing, hear them read and this often sets them up for the entire day and can prevent things from happening. Governors noted Mondays, which are a transition day from home to school can be particularly challenging. One to one support is provided where needed. The HT added it may be necessary to review the AHT's teaching commitment. Having the additional member of staff has been valuable but she has also had to be deployed for cover too.</p> <p>As most staff have had Covid will things be better moving forward? Some staff have had it twice. Governors agreed support for children's mental health and the impact of leadership time should be discussed further at the Chair's fortnightly meeting with the HT, with feedback at the next FGB meeting. ACTION: Chair, Headteacher, and Clerk</p> <p>Is there a requirement to do any monitoring of co-operative learning? Governors should expect to see evidence of this strategy within every lesson. Governors should comment on this in their reports. ACTION: Governors</p>



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	<p>Are you happy with the progress of the interventions in place - is anything more needed? The HT is very happy with the interventions regarding phonics and Early Years and is now looking at how this can expand. Very specific intervention is taking place with the lowest 20%. Some referrals have been made to the inclusion service, who have responded that staff should continue with what they are doing but at least that has provided external validation.</p> <p>How is the new phonics programme going? This will not be implemented until September. Children will be introduced to the new flashcards in the summer term. Some parents' meetings will be planned to introduce the new scheme, for the current Reception group this will be in the summer term as part of their introduction to Y1.</p> <p>Are sticky knowledge checks going well? Very well. These are going to be tried with PSHE next time too; it will be interesting to see what children have learned. Every half term there is a quick quiz and children are recapping all the time. The AHT gave an example of the very positive way children are making links with prior learning when talking about what makes a civilisation. The quizzes are multichoice, they match words to concepts. A parent governor commented that evidence of the impact of sticky knowledge checks can be seen at home.</p> <p>The results from the parents' questionnaire are encouraging, are results all within expected tolerance? Are there any areas we want to address? Results are on the website. Governors noted parent responses can reflect they have not had an issue. There were 35 responses, which is standard. The link to the questionnaire was emailed and texted to parents.</p>
49/21	<p>Finance</p> <p>a) Schools Financial Value Standard (SFVS)</p> <p>The Resources committee unanimously approved the draft SFVS and recommend to the FGB that this be approved for submission following this meeting. Governors noted the Bursar has addressed all questions. Governors unanimously agreed to approve the SFVS for submission.</p> <p>b) (36/21c) Update on HT's pay award</p> <p>The Chair informed governors that this matter has now been addressed.</p>
50/21	<p>Wellbeing of Staff and Pupils</p> <p>How are the staff? Sickness absences has remained high in term 2? Has additional staff helped ease some of the pressure? Sickness absence has not eased. So many teaching assistants have been ill that it has been hard to provide consistency of support and interventions for children. This has been particularly challenging in Reception but a TA who will provide support across the week has now been sourced and will start this week. Staff have also had to cover lunchtime supervision. Some activities have not taken place such as choir and staff have been unable to do marking at lunchtime which has an impact on immediacy of feedback. The HT has been unable to find a solution. Governors agreed to continue to monitor this situation closely. ACTION: Chair</p>
51/21	<p>Safeguarding</p> <p>a) Issues or incidents</p> <p>There have been no child protection referrals or conferences.</p>



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	<p>b) (31/21c) Confirmation Mrs Dresser's safeguarding induction training is complete</p> <p>This has been completed.</p> <p>c) (31/21c) confirmation governor Safeguarding eLearning training is up to date)</p> <p>The HT confirmed training was up to date.</p> <p>d) Annual Safeguarding Report</p> <p>This report was circulated in advance of the meeting.</p> <p>The number of causes for concern has increased from 18 to 40? Are we logging more due to the safeguarding policy and the 'early warnings'? Is it the same children from term 1 and term 2? There were 3 Early Help referrals last term, 3 this term. This term there have been 40 causes for concern involving 11 children; a significant increase.</p> <p>Governors noted there has been one racial incident this term. Children raised this themselves in circle time and it was resolved through restorative justice which was very powerful. Children are being monitored for mental health concerns and some have been referred to CAMHS but are waiting to be seen.</p> <p>Has the situation in Ukraine had an effect on the children? The school is deliberately taking a low-key approach as it is important that the approach is child-led. Governors noted there are one or two forces families within school.</p> <p>Could the school cope with refugee children? It would depend on year groups. Staff have taught children with EAL needs before.</p> <p>The additional classroom has not materialised, would a garden room building work for school? This could provide space for staff to work. The HT will investigate further and consider the cost implications. ACTION: Headteacher</p> <p>In the actions to complete within the audit a date refers to February 2021 should this be February 2022? The audit is biennial, a copy has been sent to show it has been reviewed. The only outstanding action from the Safeguarding Review is photographs of governors. The only outstanding action from the audit is updated RPI training, the cost of which is high (£1k) but it will be organised.</p>
52/21	<p>Health and Safety / Premises</p> <p>a) Issues or incidents to report</p> <p>There were no issues or incidents to report. The health & safety report was circulated in advance. The annual fire risk safety assessment was completed by Dale Barton on 22 March. There were no issues.</p> <p>The December premises check identified cracks in the ceiling of the entrance hall. MASS have indicated this is just settlement. MASS have replaced all the ceiling tiles which needed to be replaced. Governors noted this term's premises check with Mrs Price-Waite due to take place this week has been postponed but will be rescheduled.</p> <p>A £500 quotation has been received for mending the bonding on the playground. An extra gate has been installed.</p> <p>b) First Aid report</p> <p>What are 'near misses'? Following the safeguarding review, it was recommended that the school identified and recorded near misses; there is now a 'near miss' book in</p>



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	<p>addition to the accident book. For example the gate that has been installed was judged a potential risk but identified and mitigated.</p> <p>c) (32/21b) Confirmation termly premises check has been carried out</p> <p>Is there any news on timescales for the building work? Is there anything we can do to escalate/push for timescales? The plans are all sorted. The work on the toilets for Class 1 and 2 are scheduled for the summer.</p>
53/21	<p>School Policies</p> <p>The following policies were all circulated in advance of the meeting:</p> <ul style="list-style-type: none"> a) Home Learning Policy b) Teaching and Learning Policy c) Recruitment and Selection d) Incident Management e) Complaints Procedure <p>Governors noted the name of the home learning policy has been changed to 'Homework' policy to avoid confusion. The Recruitment and Incident Management policies are NYCC model policies. There have been no changes to the complaints procedure. The HT will check that this includes the government guidance for dealing with vexatious complaints, ACTION: Headteacher</p> <p>Governors unanimously agreed to approve these policies.</p>
C	<p>Other Business</p>
54/21	<p>Governance, including Governor Training</p> <p>a) Updates on any governor training completed</p> <p>A spreadsheet summarising training is now being kept by the Clerk.</p> <p>b) (34/21b) Governors to confirm they have refreshed Prevent training</p> <p>The HT stated all governors are up to date. Dr Wheelhouse and Mrs Brewer have completed the training through work. Mrs Breare has submitted her certificate.</p> <p>c) (34/21c) Skills Audit Summary</p> <p>A copy of the summary was circulated to all governors. Governors agreed they would repeat the skills audit in the summer term. Governors noted identifying questions in advance works well but does not preclude governors asking any questions in meetings.</p> <p>How do we manage and develop the board's effectiveness – are we effective – what else could we do, or should we do? All governors have different skills and the skills to ask challenging questions, undertake monitoring, take an interest, and know what is going on in school. Governors should continue to ask more challenging questions and take more strategic view, giving leadership more time to think strategically. Governors noted the SLT are already thinking ahead and action planning for next year.</p> <p>Do we have the right skills, are governors on the right committees? The committee structure is effective and supported by other committees such as complaints, where</p>



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	<p>governors have supported other schools. Committee membership will be reviewed again in September 2022.</p> <p>Are we diverse enough? Governors discussed diversity. The board reflects the school but would hope to increase its diversity, looking to recruit outside the world of education and beyond the parent body.</p> <p>How confident do we feel in preparation for OFSTED? The HT will share again the Safeguarding 20 Questions summary. An NYCC OFSTED overview for governors is published on the governor section of the website under papers for the Standards & Achievement Committee. The HT will send these to the Clerk for circulation to all governors. ACTION: Headteacher and Clerk</p> <p><i>[At 8.05 Mrs Price-Waite left the meeting].</i></p>
55/21	<p>Governor Monitoring Visits</p> <p>Governors considered reports not previously discussed at the Committee meetings.</p> <p>a) Art monitoring visit (Mrs Cawood)</p> <p>The quality, volume and diversity of the artwork is remarkable. The focus during art week is good. A governor suggested a relationship could be built with the local art group with a view to displaying the children's work in an exhibition.</p> <p>b) Safeguarding Monitoring (Mrs Mason)</p> <p>During the visit Mrs Mason reviewed the SCR to check that all relevant safer recruitment checks are carried out on governors, volunteers and those on work placement as they would be for staff. An audit of randomly chosen files was done. The opportunity was taken to speak with a cross-section of pupils. The Chair feels confident the school is adhering to all the relevant protocols.</p> <p>c) Writing Monitoring (Mrs Brewer)</p> <p>Mrs Pickles summarised Mrs Brewer's report which is available on the website, including the phased approach to writing. Children's books were seen showing evidence of the 5 phases. Frames for assessing or self-assessing writing were considered and these are being used consistently.</p> <p>Governors noted Writing and Maths are due for focus because the recent focus has been on foundation subjects. Internal monitoring will be undertaken, and the school will liaise with other schools too.</p> <p>d) Geography Monitoring (Mrs Mason)</p> <p>Clear progression could be seen and differentiation between year groups. Evidence of sticky knowledge checks were seen.</p> <p>e) RE monitoring (Mrs Price-Waite)</p> <p>The school follows the NYCC syllabus but produces its own planning. Plans are mixed age and the 4-year cycle makes it tricky to manage progressions. The bought-in scheme is not very supportive, but staff are looking at ways of making it better. RE is an area for development, it will be monitored by the LA with the Headteacher. Mrs Price-Waite has monitored it and so has the subject leader. There is a need to get a programme of visits and visitors re-established.</p>



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	<p>Do assemblies take place in the morning? No, afternoons. There is a theme for each week. Assemblies follow a set format and often include other religious festivals. Next week the theme is caring for the environment. It is a time for reflection and prayer, children can choose whether to join in the prayer.</p>				
56/21	<p>Any Other Urgent Business</p> <p>Mr Müller was invited to join the Resources Committee and to undertake a Music monitoring visit early next term. ACTION: Headteacher & Mr Müller</p>				
57/21	<p>Consideration of the Impact of the meeting on the children at the school</p> <p>Governors considered:</p> <ul style="list-style-type: none"> • The effectiveness of GB • Supporting children with needs and continued support for the lowest 20% • Emerging priorities for this year and going forward • Safeguarding and pupil well-being • Staff well-being • Additional expenditure on resources and training. 				
58/21	<p>Dates of future FGB meetings, starting at 6pm:</p> <ul style="list-style-type: none"> • Tuesday 12 July 2022 at 6pm <p>Committee meetings, starting at 6pm:</p> <table border="0"> <tr> <td>Resources:</td> <td>Standards & Achievement:</td> </tr> <tr> <td>Tuesday 17 May 2022</td> <td>Tuesday 28 June 2022 at 5pm</td> </tr> </table>	Resources:	Standards & Achievement:	Tuesday 17 May 2022	Tuesday 28 June 2022 at 5pm
Resources:	Standards & Achievement:				
Tuesday 17 May 2022	Tuesday 28 June 2022 at 5pm				
Close	<p>The meeting closed at 8.18pm The Chair thanked the Headteacher and all the staff for their hard work this term and thanked governors for their contributions to meetings and monitoring throughout the term.</p>				
	<p>SIGNED: DATE:</p> <p>CHAIR</p>				
Clerk	<p>Sarah Williamson</p>				